# Online Course Addendum to Course Outline of Record

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<th>Cat ID (from COR)</th>
<th>518190.00</th>
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<tbody>
<tr>
<td><strong>Course Number and Name</strong></td>
<td>Math 353 – Beginning Algebra</td>
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<tr>
<td><strong>Submitted by</strong></td>
<td>Patricia Evans-Wallin</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:pevanswalli@saddleback.edu">pevanswalli@saddleback.edu</a></td>
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## Regular and Effective Contact Practices

**Establishing Expectations** Identify where or how expectations for frequency and timing of instructor initiated contact and feedback as well as expectations for student participation will be conveyed to students.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Orientation</th>
<th>Other (please describe)</th>
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</table>

**Instructor to Student Contact:** *At least two different types of instructor to student contact must be selected.*

**Announcements** select any that may be used

<table>
<thead>
<tr>
<th>Scheduled Reminders</th>
<th>Current events related to content</th>
<th>Reactive and/or observational</th>
<th>Faculty absence</th>
<th>Other</th>
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Describe “other”

**Frequency of Announcements (regular contact)**

<table>
<thead>
<tr>
<th>Daily</th>
<th>Weekly</th>
<th>Every other week</th>
<th>Other</th>
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Describe “other”

**Instructor to Student Contact: Email:** Select any that may be used to demonstrate effective and substantive contact.

<table>
<thead>
<tr>
<th>Instructor to Student questions and/or responses</th>
<th>Reminders</th>
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Describe “other”

Progress reports are emailed weekly.

**Frequency of email (regular contact)**

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Describe other

Weekly progress reports are sent and also student questions are answered on a daily basis. Reminders are also sent as needed.

**Individualized Assignment Feedback:** Select any that may be used to demonstrate effective and substantive contact.

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<tr>
<th>Gradebook comments in LMS</th>
<th>Turnitin Comments</th>
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<tbody>
<tr>
<td>Emailed comments</td>
<td>Graded assignments returned to student</td>
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<tr>
<td>Rubrics with comments</td>
<td>Other</td>
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Describe “other” Students receive an individualized progress report each week via email.

**Course Navigation Tools:** Select any that may be used to demonstrate effective and substantive contact.

<table>
<thead>
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<th>Course Guide Document</th>
<th>Netiquette Guide</th>
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<td>Lesson Plans</td>
<td>Other</td>
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<tr>
<td>Weekly Checklists</td>
<td>Describe Other:</td>
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</table>
Office Hours: Select any that may be used to demonstrate effective contact.

| In Person ☒ | Raise your hand ☐ | Telephone ☐ | Virtual ☒ |

Orientation: Select any that may be used to demonstrate effective and substantive contact.

| Face to Face ☐ | Online ☒ |

Other (describe)

Student to Student Interaction
Select any type that may be used to demonstrate effective and substantive contact

| Discussion ☐ | Collaborative work i.e. Wiki or Group Project ☐ | Synchronous communication opportunities ☐ |

Other (Describe)

None ☒

Include a detailed explanation that describes an alternative opportunity for community building among students

Developmental mathematics is not a subject that ‘in depth’ discussions are required. Key is students practicing and mastering math problems which is attained by completing multiple problems using MyMathLab. Because of the math phobia and anxiety that typically accompanies these students, it is felt that instructor-to-student contact works best to help students overcome hurdles. Students are also encouraged to take advantage of the Learning Resource Center on campus in which student-to-student contact is available. It is in the LRC that we find tutor-led student-to-student contact works best. In the future, online tutoring will also be offered through the LRC.

Frequency of Student to Student Interaction
Select frequency based on the combination of types chosen. In other words how often will student to student interaction be expected regardless of the type

| Daily ☐ | Weekly ☒ | Every other week ☐ |

Other (describe) As said above, student-to-student contact is not required in this course. Students are encouraged to take advantage of the tutoring offered in the LRC on a regular basis.

Content Delivery (Check all that might apply and all typical formats)

Lectures

| Written Narrative ☐ | Electronic slide show ☐ | Video ☒ | Pod-cast ☐ |

Other (Describe) Interactive textbook is also available online.

External Resources

| Websites ☒ | Video ☐ | Journal Articles ☐ |
| Handouts ☐ | Interactive Website/Lab ☒ | Pod-cast ☐ |

Other (Describe)
### Lab

| On Saddleback Campus | On location related to class (i.e. hospital or film location) | n/a |

### Field Trip

| Faculty led | Independent | n/a |

### Supplemental Meetings

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<tr>
<th>Scheduled reviews</th>
<th>Study sessions</th>
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Other (Describe) Students take exams on campus or with online proctoring service.

### Course Quality Standards:

The section below captures representative adaptations to assignments, methods of evaluation or grading criteria that might be utilized when the course is taught online. When there are no differences the check box in the “same as traditional” area can be used. Keep in mind that this addendum applies to any instructor who teaches the course so any adaptations described will be representative samples not required elements.

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<td><strong>Graph a linear equation and inequality in one or two variables.</strong></td>
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Accessibility Standards (from AR 6112)

The following general principles should be followed to the extent possible to ensure that distance education courses are accessible to students with documented disabilities in compliance with Section 508

- Distance education courses are designed for all students to fully participate and benefit from an equitable college experience.
- Instructional materials and textbooks permit maximum opportunity for access by students with documented disabilities without the need for outside assistance (i.e. Sign-language interpreters, aids, or other forms of human assistance).
- Distance education resources provide “built-in” accommodation where possible (i.e. closed captioning or descriptive narration) and/or interface design/content layout per best practices commonly used in support of persons with disabilities.
- Alternative testing format and extended test taking time are provided which address the student's documented disability and impact on his or her academic performance.